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ABSTRACT

One purpose of the study was to identify, compare, and report the various patterns of organization and characteristics of student teaching programs in business teacher education. Another purpose was to identify and report the various patterns of organization, characteristics, and distinct features of existing internship programs in business teacher education. A questionnaire was designed and submitted to universities holding membership in the North-central region of the National Business Education Association. Eighteen hypotheses were constructed, and the results reported. An interview outline was designed and personal and telephone interviews were conducted in institutions which offered internship programs for business education students. Conclusions indicated no one institutional pattern for student teaching, internship, or the administration and supervision of programs. Preteaching experiences were similar for both student teachers and interns, while time allocation was less for student teaching than for internship. There appeared to be a direction toward the development of internship programs for business teacher education students. In some universities, the internship has been offered as an alternative to student teaching. Implications of the study were the need for State departments of certification to provide an official label or certification to assure suitable status and legal protection. (EA)

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PATTERNS OF ORGANIZATION AND CHARACTERISTICS OF STUDENT TEACHING AND INTERNSHIP PROGRAMS IN BUSINESS TEACHER EDUCATION

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Abstract

A study was conducted to (1) identify, compare, and report the various patterns of organization and characteristics of student teaching programs in business in the National Association of Business Teacher Education institutions within the North-Central area of the National Business Education Association, and (2) identify and report the various patterns of organization, characteristics, and distinct features of each existing internship program in business teacher education in the geographic area named above.

Questionnaires were sent to department chairmen of sixty-six institutions. Findings were based upon an item analysis of each question listed on the questionnaire and the results of testing eighteen hypotheses. An interview outline was developed and completed by individuals in institutions where internships were offered. Findings for this portion of the study were based upon the results of the interviews.

Probably at no time in this century have traditional procedures for preparing teachers been under such severe scrutiny. Performance outcomes are becoming increasingly important criteria in the evaluation of teacher effectiveness. Consequently, the preservice education of prospective teachers should be designed so that performance criteria will be utilized to determine the extent of the student's ability to function effectively as a teacher.

The student teaching experience, which is an important segment of the preparation of business teachers, has continued to be under critical attack. In addition, several societal forces have increased the complexity of the problem. Furthermore, much has been said about the necessity for individualizing student teaching; the traditional programs have not always lent themselves to this need.

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In view of the above, it is important that business teacher educators have the opportunity to examine and re-examine present practices and possible necessary changes. Solutions to several questions must be sought. For example, are existing student teaching programs too uniform and rigid to meet the needs of all students? To what extent has the internship in business teacher education been used? Have these internship programs increased the effectiveness of the preparation of business teachers? And perhaps most important, have internships been superior to student teaching with regard to solving some of the persistent problems which have plagued business teacher educators as they sought to prepare effective business education teachers?

PURPOSES OF THE STUDY

The first purpose of this study was to identify, compare, and report the various patterns of organization and characteristics of student teaching programs in business in the National Association of Business Teacher Education institutions within the North-Central area of the National Business Education Association.

The second purpose of the study was to identify and report the various patterns of organization, characteristics, and distinct features of each existing internship program in business teacher education in the geographic area named above.

METHODS AND PROCEDURES

In order to complete the student teaching segment of the study, a questionnaire was developed and evaluated by five persons who were considered leaders in the field of student teaching. On the basis of the responses received from this jury, the survey instrument was revised and subsequently put into final form.

The questionnaire, a cover letter, and a self-addressed, stamped return envelope were sent to sixty-six department chairmen in those institutions which held membership in the National Association for Business Teacher Education for 1970-71. Six weeks after the initial mailing, a follow-up letter, another copy of the questionnaire, and a self-addressed, stamped return envelope were sent to those persons who had not returned the survey instrument. Fifty-eight (87.87 percent) responses were received; fifty-three (80.33 percent) were usable.

The tally method was employed in order to secure the information needed for analysis. Eighteen hypotheses were constructed in order to test the significant differences between the responses of (a) business education departments which had small and large student teacher enrollments for 1970-71, and (b) public and private institutions.

Two computer programs were designed to test the hypotheses. One program called for testing the significance of the difference between two correlated proportions, and the other tested the significance of the difference between two means for independent samples.

Of the fifty-three usable responses from the survey instrument to sixty-six institutions, eleven schools (20.75 percent) indicated that internship programs in business teacher education were provided. Five of these programs were open to undergraduates only, two were open to undergraduates and graduates, and four were for graduates only.

Nine persons indicated that they would be willing to grant personal interviews at their schools in order to discuss their internship programs in detail.

An interview outline was designed for the schools which were to be interviewed. The instrument contained forty-two questions which were cate-

gorized as follows: (1) institutional characteristics, (2) admissions criteria, (3) specific duties of teaching interns, (4) supervision of interns, and (5) evaluation of the program.

Five personal interviews were confirmed with the colleges and universities which indicated that their internship programs were for undergraduates only and one with program open to graduates only. A letter of confirmation and an interview outline were mailed as soon as confirmation was received. A telephone interview was confirmed at one university which offered internships for graduates only. An interview outline was mailed to the prospective interviewee so that he could familiarize himself with the type of information desired. The final telephone call was made and the interviewer discussed each item with the interviewee.

During the months of June and July personal visits were made to six colleges and universities to gather data from a designated person at each institution concerning the internship program for business education students. Responses from five personal interviews were usable.

The interview outline was used as a frame of reference for securing the information desired. However, respondents were encouraged to talk freely about any aspect of their program which was not included in the outline. During the interview, shorthand notes were taken to record responses from the interviewees. A letter of appreciation was sent to each person who granted the interview.

FINDINGS

The findings are presented as follows:

Analysis of Data from the Questionnaire

1. All of the institutions provided a baccalaureate degree in business education; over one-half (60.03 percent) offered the master's degree, and ten (11.86 percent) provided the doctorate in business education.

Thirty-seven (69.81 percent) were public and sixteen (30.18 percent) were private institutions.

2. Over one-third of the schools had undergraduate enrollments with up to 4,999 students. Approximately one-fourth of the institutions had enrollments which ranged from 5,000 to 9,999. Ten had enrollments between 10,000 and 14,999. Three each had enrollments ranging from 15,000 to 19,999; 20,000 to 24,999; and 25,000 to 30,000. Two universities had enrollments which exceeded 30,000.
3. A majority of the schools reported that they had less than rifty student teachers enrolled for the 1970-71 school year.
4. All of the colleges and universities held membership in the regional accrediting agency. Over three-fourths of the schools were accredited by the National Council for the Accreditation of Teacher Education. Ten institutions held membership in the American Association of Collegiate Schools of Business.
5. All of the respondents indicated that student teachers were involved in some type of pre-student teaching activity. The most commonly mentioned was observation in laboratory schools or in public school classes. Over three-fourths of the institutions reported this as a pre-student teaching activity. Over one-half indicated microteaching as a pre-student teaching experience. Approximately one-half of the respondents stipulated that students participated by actively teaching a few days in laboratory or public school classes.
6. Over three-fourths of the respondents stated that student teachers were allowed to share in the selection process of the schools where they would student teach.
7. There was a variance among institutions regarding the length of time devoted to student teaching. Almost one-third of the institutions re-

quired eight to nine weeks; almost one-third reported ten to eleven weeks. Nearly one-third of the institutions required more than eleven weeks for the experience.

8. Over three-fourths of the schools reported that the full-day student-teaching pattern existed. In many instances where the half-day pattern was used, the student teaching assignment was for over a twelve-week period.

9. There was a wide range among institutions with regard to the number of quarter and semester hours credit granted student teaching. In those schools on the quarter system, the range was from six to eighteen quarter hours, with most of the schools requiring from twelve to eighteen hours for the experience. In those institutions which were on the semester plan, the range was from five to ten semester hours, with a majority requiring between eight and ten hours.

10. One-half of the institutions recommended the September experience for student teachers, and almost one-third of the schools listed this as a requirement.

11. There was a variance with regard to the number of classes and the length of time that student teachers were required to teach toward the end of the student teaching experience. With regard to classes, the range was from two to five; with regard to the number of days, the range was from 6-20 to 41-100.

12. Almost one-half of the institutions reported that student teachers were required to teach a minimum of two different subjects. Almost one-fourth of the respondents reported that a minimum of three different subjects were required.

13. Over one-half of the institutions stated that they did not have a requirement for student teachers to teach both skill and non-skill subjects.

14. Over one-half of the institutions did not impose a mileage restriction on the distance allowed for student teaching.

15. Over three-fourths of the respondents provided on-campus group meetings for business student teachers during their student teaching experience. A majority of the schools provided three or more such meetings.

16. Over three-fourths of the institutions provided meetings, seminars, or supervision classes for the high school cooperating teachers.

17. Over one-half of the schools reported that the business education department was housed in a department, division, or college of business. Less than one-third of the respondents indicated that the business education department was housed in a department, division, or college of education

18. In more than one-half of the institutions the central student teaching office was responsible for assigning business student teachers to particular secondary schools. In less than one-sixth of the schools the business education department assumed this responsibility. In slightly more than one-sixth of the institutions, responsibility was assumed jointly by the central office and business education department.

19. Business education specialists were responsible for visitations to student teachers in over one-half of the institutions.

20. One to four or more visits were made from campus personnel to each student teacher. A majority of the institutions reported that they provided three or more visits.

21. Less than one-third of the institutions required that the high school cooperating teachers hold the master's degree. Nearly all of the respondents indicated that they did not require cooperating teachers to complete a course in the supervision of student teachers.

22. With regard to the number of years of successful teaching experience required of high school cooperating teachers, almost one-third of the

institutions required one year. Less than one-third required two years, and less than one-half of the institutions required three years. Two schools required five and six years respectively.

23. Over three-fourths of the respondents indicated that they endorsed the use of performance-based criteria for determining readiness to teach.

24. Student teaching centers were utilized in less than one-third of the institutions. In those universities where centers were used, the range was from one to five with regard to the total number of visits made by the center supervisor. Most of the schools reported that over fifteen meetings were held for student teachers by the center supervisor.

25. Approximately one-sixth of the institutions reported that they had an internship program for business teacher education students. Slightly over one-sixth of the respondents indicated that they contemplated establishing an internship program for business education students in the near future.

26. Of the eleven existing internship programs in business teacher education, five were open to undergraduates only, two were open to undergraduates and graduates, and four were open to graduates only.

27. The length of the internship was for one semester in a majority of the institutions.

Results of the Tests of Hypotheses

For eleven hypotheses in this study a computer program was designed which called for the utilization of the z statistic, or critical ratio, to test the significance of the difference between two correlated proportions at the .05 level. In order to test the reamining seven hypotheses, another computer program was designed to employ the t statistic to test the significance of the difference between two means for independent samples at the .05 level.

Hypotheses One through Eight predicted no significant differences between the business education departments which had small and large student teacher enrollments with regard to:

1. Recommending the September experience for student teachers.
2. Requiring the September experience for student teachers.
3. Mileage restrictions on the distance from the college for student teaching assignments.
4. Maximum distance allowed from the campus for the student teaching assignments.
5. Provisions for meetings, seminars or supervision classes for the high school cooperating teachers.
6. Institional staff which assigns student teachers in business teacher education.
7. Number of visits from campus personnel to student teachers.
8. Utilization of student teaching centers.

Based on the results, Hypotheses One through Eight were retained.

Hypotheses Nine through Eighteen predicted no significant differences between public and private institutions with regard to:

9. Pre-student teaching activities of business education student teachers.
10. Student participation in the selection of schools where they will complete their student teaching.
11. The minimum number of different subjects taught by student teachers in business education.
12. The requirement that student teachers be assigned to teach both skill and non-skill subjects.
13. Provisions made for on-campus group meetings for student teachers.
14. The institutional location of the department of business education.

15. The master's degree requirement for high school cooperating teachers.
16. Requiring cooperating teachers to complete a course in the supervision of student teachers.
17. The required number of years of experience for cooperating teachers.
18. Endorsing the use of performance-based criteria for determining readiness to teach.

Based on the results, Hypotheses Nine through Eighteen were retained.

The Internship Interviews

Responses from one telephone and five personal interviews are reported in this section.

1. Two of the internship programs were open to undergraduates only; two were open to undergraduates and graduate students; and two were open only to graduate students.
2. Nearly all institutions required either one quarter or one semester for the internship experience.
3. There was a variance in the number of years the internship programs had been in operation. The range was from two to twelve years.
4. With respect to the number of undergraduate majors who completed the internship program in the various institutions, the range was from two to eighty since the inception of their respective programs.
5. The number of graduate students in business who completed internship programs ranged from two to fifty graduates in the various institutions.
6. The undergraduate internship enrollment for 1970-71 ranged from one to fifteen students. In the graduate internship program there were from two to seven students enrolled for 1970-71.
7. In all instances, the internship experience was in lieu of student teaching.

8. The number of quarter or semester hours credit granted the internship experience ranged from three quarter hours to twelve semester hours credit.

9. In most instances undergraduate interns are required to attend college longer than four years. Usually an extra summer was required. In the graduate internship program more than one year was required in all cases to complete the master's degree.

10. The internship experience was organized on a full-day basis in all of the institutions.

11. As a general rule, interns were not permitted to enroll in college courses concurrently while engaging in the internship experience.

12. Some type of partnership existed between the local school boards and the universities, either on a "good-faith" or state-wide basis.

13. Salaries for interns for 1970-71 ranged from $1,660 per semester to $3,400 for nine months. However, the majority of the interns received from $1,660 to $1,800 for one semester.

14. In most instances no formal certification was provided prior to the internship experience. One state provided an "Intern's Certificate."

15. Legal arrangements for interns were the same as those which applied to regular full-time teachers.

16. Admission to the internship program was selective in nearly all cases.

17. Interns were required to have a C+ average or better to qualify for the program.

18. In nearly all instances the admissions criteria for internships were the same as those for student teaching.

19. In nearly all instances the pre-clinical experiences required of prospective interns were the same as those provided for student teachers.

20. Interns were required to assume the responsibilities of regular teachers as far as attendance at pre-school workshops and orientation sessions was concerned.

21. Interns normally assumed fifty percent of the teaching load of a regular teacher; this involved teaching two to three classes. The remainder of the time was devoted to observation, participating in conferences, and performing related teaching duties.

22. The degree of freedom extended interns was dependent upon the public schools involved. Generally, interns were expected to perform the duties of a regular teacher.

23. As a general rule, interns had final responsibility for determining the grades of the high school students.

24. A chairman of the business education department or a cooperating teacher in the local school generally supervised the interns. In graduate internship programs, a team leader, who was a high school master teacher, assumed responsibility.

25. Personnel from the colleges of business and education supervised interns.

26. The fact that the internship is a more realistic experience was cited most often as an advantage of the program. Other advantages were: greater flexibility, better experiences, financial remuneration, longer teaching period, greater responsibility assumed by interns, and the opportunity to perform duties.

27. Inability of university personnel to find interns to fill suitable spots, administrative misuse of the internship at the high school level, and selection of interns were the most frequently reported problem areas.

28. Informal evaluation of internship programs has taken place. In one instance a rather comprehensive evaluation program has been undertaken;

in another instance a state-wide comprehensive evaluation program which will include interns in the evaluative process is currently being developed.

CONCLUSIONS

The following conclusions are based upon the findings of this study:

1. The patterns of organization and characteristics of student teaching programs are not related to the size of the institution and whether or not it is a public or private school.
2. No one pattern for either student teaching or internship clearly exists among institutions. Length of time, semester hours granted, nature of supervision, and choice of schools all vary from institution to institution. There also is a variance in number of classes taught by student teachers, requirements for teaching skill and non-skill subjects, mileage restrictions for student teaching assignments, provisions made for group meetings for student teachers, and provisions made for meetings, seminars, or supervision classes for high school teachers.
3. No one pattern for either student teaching or internship exists among institutions concerning the administration and supervision of the student teaching program in business teacher education. The institutional location of the business education department, persons responsible for assigning and visiting student teachers, and the requirements for co-operating teachers, vary from school to school.
4. Pre-teaching experiences are similar for student teachers and interns. Nearly all students observe in laboratory or public school classes, participate by actively teaching a few days in a laboratory or public school class, and are involved with some form of microteaching.
5. The time allocation for student teaching is less than that for the internship. The usual length of time required for the student teaching

experience is nine weeks; the allotment for internships is at least one semester.

6. In the schools in which internships are located, students were given the opportunity to express a preference as to whether to enroll in the student teaching program or the internship. However, some selective factors are involved in screening applicants for the internships.
7. There appears to be a direction toward the development of internship programs for business teacher education students.
8. The internship programs in existence are generally offered in lieu of the student teaching experience.

IMPLICATIONS

Student teaching has traditionally been considered an invaluable segment of business teacher preparation. This experience has been used extensively in preservice education. In some universities the internship is being offered as an alternative to student teaching. Also, there appears to be a direction toward the continued development of internship programs for business teacher education students.

Student teaching has continued to be under critical attack, and presumably existing and emerging internship programs will be affected by many adverse forces. These circumstances imply that certain conditions must be present if the effectiveness of student teaching and internship programs is to be improved.

Generally, interns are expected to perform the duties of regular teachers. Yet, in most instances, no formal certification is provided. There is a need for state departments of certification to provide an official label or certificate for prospective interns so as to give them suitable status and legal protection. Since a majority of interns assume the same responsibility and concomitant liabilities as full-time teachers, an official label or certificate is essential. This certification would also assist in averting administrative misuse of internships.

School districts and collegiate institutions should work closely together to understand and communicate with teachers and administrators the objectives, purposes, and differences of student teaching and internship plans. This procedure will provide more uniformity for internship and student teaching programs and would aid in the development of clearly defined goals and desired outcomes.

The experience should be structured to the extent that the student teachers and/or interns will be apprised of goals and expectations, and that they will receive supervisory assistance in increasing their teaching effectiveness. Performance criteria should be clearly defined and communicated to student teachers and/or interns. In addition, adequate supervision should be provided by qualified public school and university personnel who can assist and guide student teachers and interns to meet these criteria. Supervision should be of an individual nature, and the amount provided should be dependent upon the students' readiness for teaching.

The university supervisors and the public school supervisors should work jointly in terms of the evaluation of the student teachers or interns. This joint effort will increase the continuity between the experiences at the university and in the public schools.